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ABSTRACT

These guidelines are intended to provide basic background information on the use of educational interpreters in the education of deaf and hard of hearing students in New York State and to describe standards for the employment of interpreters in school districts, private programs, and other educational agencies in the state. After the introduction, the first section provides standards for the roles and responsibilities of the educational interpreter. A definition is provided, as are guidelines for interpreting in both the classroom and nonclassroom settings. Also addressed are the interpreter's role as a member of the educational team and the interpreter's noninterpreting responsibilities. The next section examines primary roles and responsibilities of the school, to provide students and parents with meaningful access to the educational process and to follow appropriate hiring and supervision standards. The third section considers skills and preparation of the educational interpreter, including interpreting skills, interpersonal skills, general knowledge, specialized knowledge, and knowledge of history, principles, and practice of education. Appended are a sample job description, a glossary, a list of resources, and a list of Special Education Training and Resource Centers. (DB)

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THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, N.Y. 12234

TO: Professionals and Parents Who Are Involved in the Education of Students Who Are Deaf or Hard of Hearing

FROM: Thomas B. Neveldine

SUBJECT: The *New York State Guidelines For Educational Interpreting*

The New York State Education Department has been involved in a project to address the quality of services provided by interpreters who work in educational settings. Currently, under discussion are issues such as the preparation of educational interpreters, the establishment of statewide standards, and the development of an evaluation to assist in the implementation of those standards.

The *New York State Guidelines For Educational Interpreting* was developed to address the lack of standardization of the interpreter's role and responsibilities. The Guidelines define who the educational interpreter is and describe the interpreter's role and responsibilities within an educational context. It is, therefore, intended to provide guidance in the appropriate use of educational interpreters, the standards for their employment, and an understanding of the relationship between the student who is deaf or hard of hearing, the educational interpreter and others who affect the education of the student.

Copies of the *New York State Guidelines For Educational Interpreting*, are available from the Office for Special Educational Services (518-474-5548) and at the Special Education Training and Resources Centers (SETRC). See the SETRC listing in Appendix D of the Guidelines to identify the SETRC closest to you.

NEW YORK STATE

GUIDELINES FOR EDUCATIONAL INTERPRETING

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The State Education Department

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Foreword

These guidelines were developed by the New York State Education Department in consultation with an Advisory Committee on Educational Interpreting. This committee was convened to advise the department on issues related to the standards, certification, and preparation of interpreters who work in educational settings. This document presents issues involving the appropriate use of educational interpreters in the education of deaf and hard of hearing students. Its goals are to provide basic background information on the use of educational interpreters and to describe standards for their employment and responsibilities in school districts, private programs, and other educational agencies in New York State. This document will assist schools in understanding the relationship between the student who is deaf or hard of hearing and the educational interpreter and others who affect the student's education.

In addition this document will affect services to students who are deaf or hard of hearing by creating an environment where students will have access to the curriculum enabling them to achieve the Strategic Objectives of *A New Compact for Learning*.

Other important issues such as the preparation of educational interpreters, the establishment of statewide standards, and the development of an evaluation for the certification of educational interpreters are currently under discussion within the department and will also be considered within the context of *A New Compact for Learning*.

Introduction

Background

The provision of education to students with disabilities has been greatly affected since the passage of Public Law 94-142. This legislation assures that students with disabilities are entitled to an equal opportunity to benefit from public instruction. This assurance have been reinforced and extended through the Individuals with Disabilities Education Act (IDEA) (1990), formerly the Education of the Handicapped Act. In addition, the rights of individuals with disabilities have been significantly strengthened by Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act (ADA) of 1990. Together these laws have expanded the nation's commitment to the full participation, independent living, and economic self-sufficiency of people with disabilities.

In the State of New York, the right to a free appropriate public education is guaranteed for all students with disabilities between the ages of 3 to 21. The needs of the individual child determine what an appropriate education shall be for that child. Boards of Education are required to furnish suitable educational opportunities for students with disabilities based on the recommendations of Committees on Special Education (CSE) or Committees on Preschool Special Education (CPSE).

For many students who are deaf or hard of hearing, school settings often require interpreting services in order for them to have an equal opportunity to benefit from public instruction. Instruction, curriculum, and the related activities that promote learning must be adequately communicated to assure equal access to students who are deaf or hard of hearing. In addition, interpreting services are sometimes required for students to gain access to situations where they may want to communicate or interact with their peers.

For many students who are deaf or hard of hearing and placed in the general education environment, educational interpreting is the support service which allows the student equal access to instruction and to the overall school experience. This support service provides these students, their parents, hearing children, faculty, and other school personnel, with the communication bridge necessary to allow successful participation in the educational and social activities of the school.

And yet, regardless of the need, there is a limited number of interpreters. available to work in educational settings. who have the requisite interpreting skills and knowledge of the instructional process. This situation was identified by the Commission on Education of the Deaf in the report entitled, *Toward Equality* (1988) and by the National Task Force on Educational Interpreting in the document entitled, *Educational Interpreting for Deaf Students* (1989). In addition, these two reports describe the need for both State Education Departments and the local educational agencies to address the quality of interpreter services available in schools today.

Developing Standards for Educational Interpreting

In response to the need to address the quality of interpreter services, the New York State Education Department is considering the establishment of a

requirement that an individual who works as an interpreter in an educational setting be appropriately qualified. The Report of the National Task Force on Educational Interpreting provides the framework for such qualifications. It is anticipated that to be considered qualified as an interpreter who works in an educational setting in New York State, an individual will hold a degree in educational and vocational interpreting which includes attainment of specific competencies related to the field of teacher education and interpreting. Issues related to this plan are under discussion, such as: a two-year versus a four-year degree, the creation of preparation programs for interpreters who work in educational settings, providing individuals currently employed as educational interpreters the opportunity to upgrade their skills, and the development of a system to evaluate the interpreter's competencies.

While these activities will address the qualifications of the educational interpreter, there is still a need for the standardization of their roles and responsibilities within the educational setting. This document attempts to do this by providing general guidelines regarding the appropriate provision of educational interpreter services, including the adoption of standards at the local level, and the recruitment and responsibilities of educational interpreters.

Roles and Responsibilities of the Educational Interpreter

Definition of an Educational Interpreter

An educational interpreter is an individual who facilitates communication among deaf and hearing persons in an educational environment through the use of techniques developed for communicating between deaf, hard of hearing, and hearing persons. The interpreter is a member of the educational team, serving staff as well as students, hearing as well as deaf people, by minimizing linguistic, cultural, and physical barriers. The title "Educational Interpreter" is recommended by the National Task Force on Educational Interpreting, and is intended to imply that a person holding this title has specialized preparation in deafness whose primary role is interpreting, and is qualified to provide certain other educational services described later in this document.

The interpreter who works in an educational setting may be required to assume several responsibilities:

- provide interpretation in an educational setting;
- provide interpretation outside of the classroom;
- act as member of the educational team; and
- be involved in noninterpreting but educationally related activities.

Depending on the communication needs of the student who is deaf or hard of hearing, there are different types of interpreters. There are oral interpreters who are used by deaf individuals who use speech and speechreading to communicate. The individual reads the lips of the interpreter who is specially trained to silently and clearly articulate speech. A cued speech interpreter is similar to an oral interpreter except that a hand code system or cue is used to represent speech sounds. A deaf-blind interpreter is used by those who have limited or no sight and hearing. There are several different deaf-blind interpreting techniques, but most frequently the deaf-blind individual receives the message by placing the hands on top of the interpreter's hands. The most common interpreter is a sign language interpreter. This interpreter listens to spoken messages and interprets them into sign. While all of these different types of interpreters communicate information to the student who is deaf or hard of hearing, the interpreter may or may not speak for the student (voice interpret). This decision is made by the student, who may prefer to speak for him/herself.

A. Interpreting in an Educational Setting

The educational interpreter's primary role is to provide interpretation and transliteration in the educational setting (definitions of interpretation and transliteration appear in the glossary). Within the context of an educational setting, the interpreter will facilitate communication and understanding among the deaf, hard of hearing, hearing students, and the teacher and others involved in the student's education. The interpreter will also need to provide interpretation in one or more forms. (For description of the various forms of interpretation, see section "Skills and Preparation of the Educational Interpreter.")

In order to effectively fulfill their primary responsibilities the interpreter will be involved in several activities. These include:

Preparing for Class

The educational interpreter prepares for upcoming classes by reading materials in advance and consulting with the teacher to know in advance the goals and objectives of the lesson, special nuances that the teacher may want to convey, what materials will be covered, and whether special activities, such as a movie, a field trip or involvement in an "untraditional" educational setting, such as outreach into the community or visits to local businesses, will present special interpreting situations. The interpreter must keep current on standardized technical signs used in different content areas. Where a standardized sign is unavailable or unknown, the interpreter, with input from the student, may create a sign for use within the educational setting that is expedient enough for everyday use and conceptually appropriate. The appropriate standardized sign should be determined subsequently through research and incorporated into the students and interpreters sign repertoire. The interpreter should always rely on fingerspelling as an appropriate alternative for a word or concept without a sign, or for which a sign is not known.

Assessing Receptive and Expressive Communication Skills

The interpreter will assess the student's receptive and expressive sign language and mode use in order to judge the effectiveness of interpretation. Furthermore, the interpreter should work with the student's teacher to keep an inventory of new and emerging signs and vocabulary which the student is learning and using. The interpreter should consult on a regular basis with the deaf or hard of hearing student's academic or vocational teachers to prepare for any new concepts and vocabulary that will be introduced in a subsequent class. The interpreter should be able to share knowledge about the deaf or hard of hearing student's sign communication ability with the student's teachers.

Adapting to the Physical Setting

The interpreter, teacher, and other speakers must always be visible to those receiving visual communication (American Sign Language or other forms of manual communication). Interpreters must position themselves so that lighting is appropriate for communication, (e.g., not in front of a window where glare from the window may interfere with the deaf student's ability to see the signs). The interpreter should work with the teacher and student to determine the proper seating of the student(s), position and location of the interpreter, and to accommodate special needs which will arise during events such as field trips, assemblies, public address announcements, films and other media, parent/teacher conferences, and events off the school premises, etc.

Explaining Interpreter Role

The interpreter shares responsibility with the school administration and others, (such as the supervisor of deaf education) for providing clarification regarding an accurate understanding of his/her role with the deaf or hard of hearing students, hearing students, school personnel, and parents. This is especially important in a school setting where there has been little or no experience with children who are deaf or hard of hearing or with educational interpreters. Clarification of the interpreter's role will do much to prevent uncertainty regarding how he or she contributes to the educational process. Providing in-service training to the whole school on the role of an interpreter may assist staff in accepting the interpreter as part of the educational team and promote the fuller integration of the interpreter into the school community. Information on the role of the interpreter may be provided during staff meetings, special announcements, one-on-one meetings, or with simple printed handouts explaining how best to utilize the service of the educational interpreter. It is important that the point be made that the interpreter is there for everyone, not just the deaf or hard of hearing student — a point which may need to be reiterated periodically during the school year.

B. Nonclassroom Interpreting

The provision of interpreting services may occur in a variety of locations outside of the "traditional" classroom. These may include:

Parent conferences

Interpreters may be asked to provide interpreting services to parents who are deaf during conferences about the child with whom they are working, or with parents who are deaf and have hearing children who attend the school. They should be skilled in the language/ mode with which the adult is most comfortable. In this situation, it must be made clear that the interpreter is functioning in one role, i.e., as a facilitator of communication, whose task is to ease the exchange of information, and, not as a participant, whose responsibility is to contribute the information to the discussion. In this case, the optimum situation would be to bring another interpreter into the meeting, in order to avoid role confusion and the potential compromise of the quality of interpreting.

Testing situations

Educational interpreters are often called upon to interpret the language of an examination, such as a psychological evaluation, standardized test, reading exam, or spelling test or to provide for communication needs during a student's individualized evaluation or vocational assessment. The educational interpreter's role during testing situations should be clear. This could be facilitated by the interpreter and the evaluator meeting prior to the testing situation to discuss expectations of the interpreter and the background of the student. It is imperative that the interpreter, instructional staff, and administration work together to ensure fairness both to the student and to the testing instrument. For example, when administering a psychological evaluation in the traditional manner, the school psychologist orally pronounces English words in certain segments of an examination, students listen, and record answers in the appropriate boxes. With a deaf child, the interpreter hears the words, and normally gives the sign. Some signs, however, are highly iconic (suggestive of their meaning, by their configuration and movement of the hands) and, thereby posing a situation which may give away the answer. The purpose of the test would then be compromised. When providing interpretation as a test modification, care should be taken to conform to the requirements of particular tests and not to affect what the test developer intended.

Discipline of students

Because of the proximity of the educational interpreter and the student, the educational interpreter may be involved in situations that need disciplinary action. It would be helpful for both the teacher and the educational interpreter to establish a mechanism for dealing with these situations at the beginning of the school year. At this time, strategies to address behavior that may require disciplinary action could be jointly developed. The teacher and the interpreter could then implement a plan to address a student's classroom management needs, behavior expectations, and discipline.

Generally, the educational interpreter would not be involved in disciplinary action involving a child's misbehavior. This would cloud the perception of roles, compromise the student-teacher relationship, and, also, strain the relationship between the student and the interpreter.

In situations where the student is misbehaving toward the interpreter, the interpreter may then need to respond directly. This may take the form of a private discussion between the interpreter and the child concerning mutual responsibility and respect or may include expanded discussion with teachers and other staff, as appropriate. The educational interpreter may also be asked to facilitate communication in disciplinary settings involving the teacher or other staff. In this case, it is possible that the anger the student may feel at the punishment, especially during the elementary years, may be focused on the interpreter rather than on the individual dictating the punishment. It is important that the child understands clearly the roles of the various professionals, and that the person providing the punishment and the interpreter understand these dynamics.

Supported work and internship settings

In vocational or adult services settings, the interpreter may be asked to facilitate communication in on-the-job situations on or off the school premises. Although the interpreter may be working as part of an educational team, he/she will be specifically responsible to assist the student in meeting communication needs.

In such settings, a job coach rather than an interpreter may advocate for the deaf worker. The job coach develops strategies for on-the-job communication, helps train the prospective worker and educates staff about the disabled. The roles of a job coach and an interpreter should be clarified to those involved with the student before a work or vocational experience or training begins. While a person who serves as a job coach may be an interpreter in another setting, the role must be clearly differentiated in the vocational environment.

Counseling situations

When students who are deaf or hard of hearing receive counseling, an educational interpreter may be needed. In counseling situations that deal with social or emotional issues, the Code of Ethics of the Registry of Interpreters for the Deaf should be consulted. In these counseling sessions, the role of the interpreter is clearly that of communication facilitator only. The ethics of the counseling profession as well as the interpreter should work to insure that confidentiality is carefully observed, and that the child's classroom interpreter should not be present if the child needs to discuss a problem involving the interpreter. For example, the child may be experiencing difficulty adjusting to the interpreter's personality or may be critical of the interpreter's sign language skills. This type of situation would require the use of another noninvolved interpreter.

Special Situations

Special situation may be defined as those educational situations that take the student and the interpreter outside a typical school environment. These may include: driver education classes, field trips, and involvement in community activities or situations related to employment or college activities. These situations may require different kinds of arrangements and considerations. For example, should an interpreter accompany a student during "on-the-road" segments of driver education classes? What are the safety considerations inherent for visible communication in a moving vehicle? How may the educational interpreter assist in planning for situations that take the student outside of school, such as, when meeting with a prospective employer or exploring college and community opportunities? Strategies for dealing with special situations should be developed on a case-by-case basis to meet the student's individual needs.

C. Member of the Educational Team

The educational interpreter should have the opportunity to participate as a member of the educational team. In this context the educational team is comprised of a group of teachers, supervisors, school staff, and others who are directly responsible for the educational program of the student for whom the interpreter delivers services. An educational interpreter's responsibilities are likely to vary considerably from one work setting to another and should take into consideration the kinds of levels of preparation and experience that an educational interpreter brings to the task

However, as a member of the educational team, educational interpreters should be able to participate in several activities based on their skills, such as:

- planning with the student's teacher(s) or other support staff;
- participating in student conferences; and
- meeting with the Committee on Special Education (CSE) or Committee on Preschool Special Education (CPSE).

The team situations described above, involve an interactive process based on joint analysis and problem solving. The educational interpreter could both contribute to and benefit from this experience. As a member of the educational team, the interpreter will be able to contribute special expertise, such as, infor-

mation on the student's communication competencies and needs, and general knowledge of the student. In addition, the educational interpreter will learn information from the team experience which will be helpful in the interpreting task.

The success of the educational interpreter may depend as much on his or her ability to work cooperatively with adults and children as on interpreting skills. A collegial relationship with other professionals and willingness to share responsibilities can be the basis for successful team operation. In addition, administrative understanding and support of these relationships would create an atmosphere for collegial relationships to develop and grow. A description of various interactive relationships that an educational interpreter may be involved in follows.

Educational Interpreter and the Regular Education Teacher

The relationship between the educational interpreter and the teacher is of primary importance. Having another adult in the classroom may cause some anxiety for teachers who are not used to providing instruction with other adults present. Teachers may regard it as diminishing their authority at first, but over time, most come to value the help which the interpreter provides and become comfortable with their presence. Periodic planning meetings are essential to ensuring optimum effectiveness.

Educational Interpreter and the Teacher of the Deaf

The relationship between the teacher of the deaf and the educational interpreter is an important one. Both are professionals working as part of a team to ensure the most appropriate education for the student. They must draw upon their expertise in order to provide in-service training for staff and hearing students as well as instructional strategies and delivery systems for deaf students.

Because teachers of the deaf should have knowledge about the implementation of support services, they may be called upon to coordinate interpreter services, i.e., to help devise scheduling and deal with logistics. The coordination, however, depends on the success of this constant feedback from the interpreter and must be accompanied by an open-mindedness and respect on the part of the teacher of the deaf for the skills, and responsibilities, and demands placed on the educational interpreter. Interpreters can provide essential information to the teacher of the deaf because they are present with the student throughout the school day. They may provide input on the student's use of language skills, strengths, and weaknesses. At the secondary level, the input from the interpreter should be less because the student should be more capable of communicating his or her own needs. Because contact between the interpreter and teacher of the deaf is so essential to the student's success within the regular education environment, consultations between them should be routinely scheduled within the school day.

Educational Interpreter and the Notetaker

The educational interpreter may not be the only support service provider in the regular classroom on a daily basis. Notetakers are provided to record class material for some deaf or hard of hearing students. A student who is attending to the interpreter, to the teacher for speech-reading clues, and watching the blackboard or overhead display, will not be able to take notes. In addition to taking notes, the notetaker provides a written context of the classroom and content areas. The presence of two adults in the classroom in addition to the teacher may draw unwanted attention to the deaf or hard of hearing student. It is important to diminish the potential for confusion, distractions, and anxiety by careful planning and explanation. In the many situations where this has occurred, it quickly becomes the norm, and is usually readily accepted by all parties.

Educational Interpreter and the Parent

As the interpreter will typically spend most of each school day with the child, the parent may contact the interpreter for information about the child. The interpreter should be able to communicate about the benefits or effectiveness of the interpreting service pro-

vided, but should refer the parent to the teacher for specific information concerning academic or vocational progress and overall student performance. Matters concerning placement, other support services, etc., should be referred to the person who heads the student's educational support team, the CSE, CPSE, or student's special education teacher.

Educational Interpreter and the Deaf or Hard of Hearing Student

The student and the interpreter may be expected to establish a close relationship because they are together everyday in many different situations. An overly dependent relationship may develop, when a student begins to rely on the interpreter for the emotional support and understanding that might better be provided by that student's peers. When this occurs, the interpreter should ask for guidance from the school counselors and other staff to develop strategies for enhancing student independence and self-confidence.

When the student has concerns regarding the support services provided, including interpreting, it is important that he or she has a forum where these issues may be aired. In situations where the interpreter must be present as a participant, it is essential that the district provide an interpreter not involved within the program to facilitate communication.

Students, especially in the elementary grades, do not necessarily know how to use the interpreter effectively. They must learn proper use of all support services including the educational interpreter. The teacher of the deaf, educational interpreters, or members of the student's educational support team could work with the student in understanding the interpreter's role. Such learning is an ongoing process as the student matures and interpreting situations become more involved (e.g., in a laboratory or driver education situations). Included in this instruction should be training on the philosophy and strategies of self-advocacy. Students should exit the public school with an understanding of the role of the educational interpreter at the elementary, secondary, and postsecondary level. They should also be educated in strategies for dealing with an interpreter who lacks sufficient skill and knowledge needed for the circumstances.

Educational Interpreter and the Building Principal

The administrator of the building is an important person on the educational team. The building principal's attitude toward the interpreter will influence the way the rest of the staff will perceive and interact with the interpreter. Routine inclusion of the interpreter in staff meetings and activities will set a positive tone, and will greatly enhance the interpreter's ability to perform his/her responsibilities. The administrator can also ensure that the interpreter has sufficient time to prepare for and rest from interpreting and thereby avoid repetitive motion injury and diminished quality of interpretation due to mental and physical fatigue. The interpreter should be willing to work flexibly with administration on matters related to scheduling and roles and responsibilities. A word of caution needs to be expressed regarding the role of the educational interpreter on the educational team. Because the interpreter is often the only person in the school with special knowledge about deafness, he or she may be called upon as a resource in this field. However, the interpreter is ethically obligated to be aware of his or her limitations and be able to identify other resources, where appropriate.

D. Noninterpreting Responsibilities

The educational interpreter may perform a number of other educational tasks, depending on the need of the students and the interpreter's skills and background. Such duties are the responsibility of the individual school district to specify in a job description, and for the interpreter to accept or negotiate when hired. However, it must be clear that typical noninterpreting duties are identified and explained as follows:

Tutoring

Interpreters may be asked to tutor under the supervision of the regular classroom teacher or the teacher of the deaf. Since interpreters must, by definition, be able to communicate well with the student, tutoring and reviewing assignments may be an appropriate

job responsibility. However, it must be clear that other responsibilities must be curtailed when the need arises for interpreting.

The subject area in which interpreters are expected to tutor should be one with which they are familiar. Interpreters should also receive ongoing in-service training in instructional strategies to be used during the tutoring sessions as well as have time during the school day to consult with the classroom teacher on aspects of course content which need to be clarified so they may be appropriately interpreted. It is recommended that educational interpreters who tutor should receive instruction in behavior management techniques before beginning tutoring. This skill is important in order to know how to keep students focused and on task.

Teaching Sign Language

At times, the educational interpreter may be expected to teach basic and enrichment level sign language to hearing or deaf students, as well as to faculty and other staff members. Interpreter preparation programs seldom cover in-depth training in the instruction of sign language and interpreters are not ordinarily prepared to teach formal linguistically oriented classes in sign language. Formal courses in American Sign Language (ASL) should be taught by individuals prepared to provide instruction in ASL as a second language.

Providing General Classroom Assistance

While classroom management is the responsibility of the teacher, interpreters may, when interpreting is not needed, provide other kinds of assistance to the classroom teacher, especially in the elementary grades. There must be a good understanding of the level and kind of assistance the interpreter can contribute to the classroom environment without interfering with the primary duty of interpreting.

Educational Planning

The interpreter, teacher, and other individuals involved in the student's educational program need to consult regularly (perhaps daily) about lesson plans, upcoming activities, tests, new vocabulary, etc.. Time must be set aside for the interpreter to review materials, become oriented to the upcoming curriculum content, and to anticipate signs that will be used for new material. This planning time will provide the educational interpreter with the opportunity to prepare for the interpretation session and to research the appropriate use of a sign, as needed. Generally, educational planning will improve the quality of interpreting. The interpreter must also plan time for instructing deaf, hard of hearing, and hearing students on how to use the interpreter. This may be especially important in the elementary grades.

Ethical Considerations

The Registry of Interpreters for the Deaf (RID) in 1979, adopted a Code of Ethics for Interpreters. Most interpreting up to this time, was for adults in everyday situations such as going to the doctor, conducting business in the community, and attending church. The advent and burgeoning expansion of the mainstream movement increased at a rapid pace the demand for interpreters in educational settings — first in colleges, and subsequently through all levels of public education. Currently, by far the majority of interpreting for deaf persons is done in educational settings. The Code of Ethics was developed to set a standard of ethical behavior and to guard against the potential for abuse of interpreter-client relationships, especially in regards to confidentiality. Of the nine tenets detailed in the Code of Ethics, the one aimed at preserving confidentiality in the interpreter-client relationship has proven the most problematic in educational settings. A strict application of the Code of Ethics designed for adults, in community settings, would prevent the educational interpreter from discussing anything about the content of interpreting with any person.

School districts in some states have adapted the Code of Ethics to educational settings so that it still provides useful guidelines for ethical behavior, but incorporates the principle of discussing student needs and performance with the educational team or as dictated by policies and procedures within the district and school building. Any school may choose to

adapt the RID Code of Ethics to clarify the educational interpreters role within the educational setting. In any case, the educational interpreter would need to maintain a professional attitude and adhere to the policies and practices established within the school for all its staff in promoting the safety and welfare of students within the school.

Another adaptation of the RID Code of Ethics that would be necessary to acknowledge in New York State, concerns the choice of the language to be used for the interpretation. The authority for determining the communications mode to be practiced in the school lies with the CSE and CPSE. The RID Code of Ethics states that the client determines the mode. This may not be practical, especially in an elementary setting where English language development (and sign development) may be rudimentary in the beginning. Student and parents have the opportunity to make recommendations regarding the language mode during the CSE or CPSE meeting to develop the student's Individualized Education Program (IEP). If the parents or student are not satisfied with the CSE and CPSE recommendation, they may initiate due process procedures.

Roles and Responsibilities of the School

Providing Meaningful Access

Schools are responsible for providing both students and parents meaningful access to certain aspects of the education process. For students and/or parents who are deaf or hard of hearing, meaningful access is often provided by an interpreter. A school has responsibility for providing interpreter services in at least three situations. These include:

- A student who is deaf or hard of hearing who is receiving educational services in a setting with hearing individuals.
- A parent who is deaf or hard of hearing when involved in the special education process on behalf of his/her child.
- A parent who is deaf or hard of hearing when involved in certain school-sponsored activities related to his/her child.

Each of these activities is discussed below:
Determination of eligibility for special education programs and services, evaluation, program development, planning for transition services, and review for students who are deaf and hard of hearing is the responsibility of the CSE and the CPSE.

These committees are responsible for determining eligibility for special education and for identifying the student's needs including the need for an educational interpreter. This determination is made when a student is initially referred to the CSE or CPSE, and is reviewed annually for as long as the student receives special education services.

In making its decision, the CSE and CPSE review all available information regarding the student's individual needs. Such information might include recent evaluations, including vocational assessments, previous school records, IEPs, and classroom observations. In determining the student's communication needs, information and suggestions from the student's teacher, related service providers, interpreter, parents, and student should be sought.

In making its recommendation for the provision of an educational interpreter, the CSE and CPSE will also be determining which language mode should be used by the interpreter with the student and what the interpreter's role will be in testing situations. Decisions about the selection and qualifications of an educational interpreter should be consistent with the needs of the student as identified by the CSE/CPSE and as described in the student's IEP.

The CSE and CPSE have the additional responsibility of keeping parents fully informed throughout the special education process. Therefore, whenever a CSE or CPSE sends a notice to a parent who is deaf, that parent may have the notice interpreted. In addition, whenever a parent who is deaf attends a CSE or CPSE meeting an interpreter must be made available, as appropriate, in order for the parent to fully participate in the meeting.

Parents who are deaf or hard of hearing also have the right to meaningful access to certain school sponsored activities outside the purview of special education. These activities include school-initiated conferences pertaining to the academic and/or disciplinary aspects of their child's education.

In preparing to meet the needs of parents who are deaf, boards of education are required to adopt a policy consistent with Section 100.2(aa) of the Regulations of the Commissioner. It is recommended that such policy include:

- notification to parents who are hearing impaired of the availability of the interpreter services and the timelines in which requests must be made for interpreters;
- methods of arranging for interpreters;

- notification to appropriate school personnel;
- provision to ensure the availability of sign language interpreters to eligible parents when district students attend out of district schools or programs; and
- examples of what constitutes reasonable accommodations, in the event an interpreter cannot be located; such accommodations may include the use of:
  - written communications, transcripts, notetakers, etc.; and
  - technology.

Hiring and Supervision

Because of the low incidence nature of deafness, a school district may not have knowledge about deafness and interpreting. Therefore, when a student who is deaf or hard of hearing enters the school system for the first time the school may need guidance from outside sources to assess the communication needs of the student and to judge the credentials of a candidate for an interpreting position. This section of the document is intended to provide assistance in that process. Additional resources are listed in Appendix C.

A. Job Descriptions

A written job description is of major importance to both the interpreter and the employing school or school system, and should be shared with all staff who will be involved with the deaf or hard of hearing student. Job descriptions may vary according to the specific needs of the individual school district and should be developed by local school administrators to meet local needs and specifications. The duties of an educational interpreter in a district with one student, may be different than those in another district which has numerous deaf or hard of hearing students. Further, duties at different educational levels should be differentiated. Reflecting the principle of gradually leading a student toward more responsibility for his/her own education, the range of duties and breadth of responsibilities of an educational interpreter for elementary school deaf and hard of hearing students would tend to be more comprehensive than at the college level, where an interpreter logically would fit more closely the community interpreter model, (i.e., providing interpreting services only).

Although specific duties will vary depending on the factors noted above, in general, educational interpreters should be able to function in, at least, the following situations: classroom; student/teacher meetings or other meetings involving the student and other school personnel; extracurricular activities; parent conferences; supported work situations; and tutoring.

Minimally, each job description should include the title (Educational Interpreter is recommended), qualifications, responsibilities, hours of work, and reference to the immediate supervisor. (A generic job description for an Educational Interpreter is included in Appendix A.) Specific reference should also be made to language and/or communication modes to be practiced in the school setting. If a specific communication methodology is encouraged or required by the school district, it should be clearly stated and defined.

Nonclassroom interpreting duties (field trips, school assemblies, counseling), if any, should be specified.

The specific communication needs of the student should be considered when hiring an interpreter to work with a particular student or in selecting which interpreter on staff would be appropriate to provide the interpretation.

When personnel with all the qualifications are not available, and hiring a person with less qualifications becomes necessary, provision will need to be made for professional development so that standards are reached within a reasonable amount of time.

Consultation with those experienced in the use and provision of interpreting services, (e.g., educational interpreters, consumers, and interpreting service administrators) is recommended in the development of the job description.

B. Supervision and Evaluation

An individual should be designated to be responsible for supervising educational interpreters. The non-interpreting aspects of fulfilling the job description such as tutoring and team input can be evaluated by personnel readily available within the school district. Often a school district does not have the capability to evaluate interpreting skills. To evaluate the interpreting aspect of the job, it is recommended that the services of an interpreter educator or a credentialed interpreter with evaluation skills and experience be secured on a periodic basis (annually or biannually) to observe the educational interpreter, assess skills, and recommend professional development. (See Appendix C.)

C. Working Conditions

The educational interpreter is entitled to the same conditions of employment as other personnel employed by the district. Given the risk of injury posed by the repetitive motion common in manual interpretation, and the mental processing demands of interpreting, thoughtful consideration must be given to the daily number of hours of interpreting, and an appropriate interval for breaks from interpreting must be worked out.

D. Salary and Benefits

Some districts use civil service classifications for hiring their interpreters. Others design a job title exclusively for interpreters. Still, others hire interpreters as teacher assistants. It is recommended that the interpreter should be hired as an interpreter, and given the title, Educational Interpreter. This will more clearly define the specific roles and functions of the interpreter. It is also recommended that pay should be commensurate with that of other professionals with similar educational backgrounds and specialized skills.

Skills and Preparation of the Educational Interpreter

A fully qualified educational interpreter will possess the optimum combination of interpreting skills for expressing and receiving information in a variety of signed and oral languages and modes; the interpersonal skills to work effectively and congenially with staff and students within the school system; and a comprehensive, general knowledge of academic subjects and current events, educational processes and organization, principles and practices of special education, and aspects and issues of hearing impairment in students and adults.

A. Interpreting Skills

Given the variety of communication skills and preferences represented by deaf and hard of hearing students, an interpreter must be skilled in presenting information visually to the deaf child, in the form most effective for that child's understanding. An interpreter might be called upon to do the following: interpret the English message into American Sign Language, or a variation of signed English; voice interpret a message from American Sign Language or a variation of signed English into spoken English; interpret a spoken message into Cued Speech, or Cued Speech into spoken English; interpret a spoken message using principles of Oral Transliteration. It is impractical to expect that an interpreter has expertise in all these forms of interpretation, but *minimally, an educational interpreter should be able to interpret from and into American Sign Language, interpret orally, and interpret from and into at least one form of signed English.* Parenthetically, skill in one form of signed English should be easily transferable to different adaptations of signed English, as the same principles apply. Skill in interpreting presupposes a good command of spoken and written English, including a large vocabulary and good spelling skills.
(Definitions of forms of sign language and interpreting are found in the Glossary)

B. Interpersonal Skills

The educational interpreter must work cooperatively and effectively with all other members of the educational team who impact on the educational experiences of the deaf or hard of hearing child. The quality of this interaction can impact on the effectiveness of the interpreter as a member of the educational team and can influence the attitudes of professional personnel as well as students toward a positive and active acceptance of a student who is deaf or hard of hearing in the classroom. Interpreters must be able to demonstrate in a nonthreatening manner the nature of their expertise and knowledge about deafness and how that may be applied to support the teacher, the student who is deaf or hard of hearing, and the other students in the educational setting. Interpreters must be assertive without being confrontative, and show initiative in helping others understand how interpreters may be used most effectively. The traits of friendliness, courtesy, and respect for the knowledge and abilities of all in the environment, including students, are vital. Some of these skills are often learned in the normal course of human development, but understanding one's role as a member of an educational team would probably have to be learned in a special class on educational interpreting and be continuously refined through practice.

C. General Knowledge

The educational interpreter is called upon to interpret a wide variety of academic and vocational subjects. This requires general knowledge in a broad range of content areas, including knowledge from the humanities, the sciences, and the arts. Therefore, the preparation of an educational interpreter should contain the broad spectrum of studies often collectively referred to as, "general studies."

D. Specialized Knowledge

In addition, specialized knowledge about deafness is critical. This should include knowledge and understanding of the etiology of hearing loss; communications, educational and sociological impact of deafness; use of assistive listening and communication devices; the deaf community; political and social organizations of, by and for deaf and hard of hearing persons; principles and techniques of educational and other kinds of interpreting; and cultural and intercultural communication.

E. Knowledge of History, Principles, and Practice of Education

In order to function effectively in an educational system, a general knowledge of the development and operation of that system is important. An educational interpreter needs to understand the operation of school systems to be able to communicate effectively with other personnel within the system. Likewise, knowledge of the principles of education will assist the interpreter in the shared task of providing an appropriate educational experience. Moreover, a knowledge of history, philosophy, practices, and methodology in education of deaf persons, within the context of special education is necessary.
Preparation in this area should include: child development and the impact of deafness on the developmental process in hearing-impaired children; overview of education and knowledge of trends in education at all levels; overview of the history and philosophy of education of deaf persons, and the role therein of communications methodologies and establishment and maintenance of a Deaf community; the position of the education of the deaf within the larger category of special education and vocational rehabilitation; national and State laws and regulations centrally effecting the education of disabled students; the history, purpose and function of the Registry of Interpreters for the Deaf, and issues and research dealing with the field of interpreting in general, and that of interpreting for the deaf in particular.

APPENDIX A

Sample Job Description - Educational Interpreter

This generic job description may be suitable as a general guide for grades K - 12, but will need to be adapted for grade level and local situations.

General Description

The Educational Interpreter's primary function is to facilitate communication among deaf and hard of hearing students and their hearing peers, teachers, and other personnel involved in a student's education through the act of interpretation and transliteration. Other educationally related duties may be performed as appropriate when the interpreter is not required to do interpreting.

Responsibilities

- Provide sign to voice and voice to sign interpreting, or visible to spoken and spoken to visible interpreting and voice (may include American Sign Language, a form of manually coded English, and/or oral interpreting) for deaf and hard of hearing students in mainstream classes.
- Participate in meetings with other members of the educational team dealing with the development and review of the Individualized Education Plan (IEP) and progress in the classroom, as related to ability to process information.
- Provide interpreting for situations that are part of the educational program that occur outside of the school environment. .
- Provide interpreting for extracurricular activities and parent meetings as necessary.
- Assist in providing orientations to deafness and interpreting to hearing students and staff.
- Other duties as determined with supervisor.
- Provide tutoring when necessary and appropriate, when interpreting is not needed, as directed by the classroom teacher.

Qualifications

- A minimum of an associate degree or equivalent required. Bachelor's degree preferred.
- Completion of an interpreter preparation program or equivalent experience required.
- Ability to interpret and transliterate (expressive and sign-to-voice) at a normal conversational rate, American Sign Language, and manually coded English, required.
- Ability to provide oral interpreting and transliterating (expressive and voice) required.
- Certification by the Registry of Interpreters for the Deaf desired (where applicable).

APPENDIX B

Glossary

The Americans with Disabilities Act (ADA) - This Federal law guarantees full and equal opportunities for individuals with disabilities. It provides that employers must make reasonable accommodations for qualified employees with disabilities. It also bars discrimination in any activity or service operated or funded by state or local government.

American Sign Language (ASL) - A visual language native to many deaf people in North America and Canada, and a key element in Deaf Culture. Use of physical space, body movement and posture, rate and repetition are essential distinctive features of ASL. ASL is linguistically distinct from English especially in syntactic features. The difference in word order makes it impossible to simultaneously speak English and sign ASL.

American Sign Language Teachers Association (formerly, Sign Instructors Guidance Network) -A national organization which sets standards and certifies people to teach sign language. This certification process is not affiliated with the New York State Education Department.

Code of Ethics - Rules of behavior and responsibility developed by the Registry of Interpreters for the Deaf for the guidance of interpreters. There is also a code of ethics for Cued Speech interpreting.

Committee on Special Education (CSE) - A multidisciplinary team that coordinates evaluations and recommends programs and services for students with disabilities, ages 5 to 21 years.

Committee on Preschool Special Education (CPSE) - A multidisciplinary team that coordinates evaluations and recommends program and services for children, three- to five-years-old, with disabilities.

Dactylology/Fingerspelling - Mode of communication in which the letters of the alphabet are portrayed through various hand shapes.

Individualized Education Program (IEP) - A written plan which specifies the special education programs and services to be provided to meet the unique educational needs of a student with a disability.

Interpreting - Transmitting a message from American Sign Language into spoken English or from spoken English into American Sign Language.

Individuals with Disabilities Education Act (IDEA) - The Federal law which guarantees free and equal access to educational opportunities for students with disabilities within the public education systems of the United States.

Language - Any historically established system of communication which is used to form, express, and share thoughts, feeling, and information within the culture which it defines.

Manually Coded English (MCE) — Any sign communication system using signs and fingerspelling in English word order with varying degrees of English grammar and morphology, e.g., Signed English, and Seeing Essential English.

Mime - To act out situations without speech using gestures, facial expressions, and body movements.

National Task Force on Educational Interpreting - A group representing seven major organizations serving the deaf, established in 1987 for the purpose of articulating the status of educational interpreting and developing a resource for the schools and school districts responsible for the education of their students who are deaf. The work of the Task Force is represented by a report entitled, *Educational Interpreting for Deaf Students*, published in 1989.

Oral Interpreting - Transliterating or rendering a spoken message through subvocalization, facial expression, and some body movement. Oral interpreters may paraphrase, vary the diction, or make a message redundant in order to clarify it for the receiver.

Part 200 of the Rules and Regulations of the Commissioner of Education - The State regulations for the education of students with disabilities which provides for a comprehensive system of educational services to meet the individual needs of students with disabilities.

Pidgin Sign English (PSE) - A communication mode which combines American Sign Language and manual English. Pidgin Sign English may resemble English or ASL depending on the degree to which it incorporates the distinctive features of each language in its repertoire, and is often used by deaf people and hearing people in social and formal situations, and widely used by sign language interpreters.

Registry of Interpreters for the Deaf (RID) - A national professional organization representing interpreters for the deaf, administering a national evaluation and certification system, maintaining state and national registries of certified interpreters, and advocating on behalf of interpreters and interpreting.

Seeing Essential English (SEE 2) - A sign system with the purpose of presenting sign language in a form of visible English. SEE 2, is similar to SEE 1, with the major difference being the treatment of compound and complex words. In SEE 1, for example, the word "butterfly," would be treated as two root words ("butter" and "fly") requiring two signs. SEE 2 treats "butterfly" as a root word, allowing the American Sign Language form of the sign.

Signing Exact English (SEE 1) - A sign system which incorporates invented signs for affixes and suffixes and some root words, with American Sign Language. The purpose of SEE 1, is to present sign language in a form of visible English.

Sign-to-Voice Interpreting (formerly known as Reverse Interpreting) - Retransmitting through spoken language a message originally produced in American Sign Language, a signed system, or speech or mouth movements.

Signed Systems - Constructed or invented codes for presenting English manually and visually. Examples include Signed English, Manual English, Seeing Essential English, Signing Exact English.

Simultaneous Communication - A communication strategy in which the speaker signs and speaks at the same time. When a speaker uses simultaneous communication, he/she can only be using English, i.e., it is impossible to sign ASL and speak English.

Total Communication (TC) - A communication philosophy which allows, according to individual need, for the inclusion of any or all modes/methods of communication including, but not limited to, speech, speechreading, residual hearing, sign language, fingerspelling, mime, gesture, reading, writing, etc..

Transliteration - A recoding of a spoken message into a manual code for English, such as SEE-2 or a recoding of a spoken message into an English-like target message using a contact variety of sign (vice versa).

APPENDIX C

Resources

The following information on materials and human resources is offered to provide assistance to those who are establishing or wishing to upgrade support services for deaf and hard of hearing students.

Printed Materials

Cokeley, Dennis. "The Effectiveness of Three Means of Communication in the College Classroom," *Sign Language Studies*, no. 69, pp. 415-42, Winter, 1990.

Dahl, Christine and Wilcox, Sherman. "Preparing the Educational Interpreter: A Survey of Sign Language Interpreter Training Programs." *American Annals of the Deaf*, vol. 135, no. 4, pp. 275-79, October, 1990.

Deafness and Interpreting. New Jersey State Department of Labor, Trenton, Division of the Deaf, October, 1987.

Delgado, Gilbert. "A Survey of Sign Language Instruction in Junior and Community Colleges." *American Annals of the Deaf*, vol. 129, no. 1, pp. 38-39, February, 1984.

Dreher, Barbara. "Motivating the Hearing Impaired to Read." *Exceptional Parent*, vol. 16, no. 2, pp. 44-45, April, 1986.

Frishberg, N. *Interpreting: An Introduction*, RID Publications, Silver Spring, Md., 1986.

Khan, Fern J. "Educating Deaf Adults: The LaGuardia Community College Model." *Community Service Catalyst*, vol. 17, no. 2, 1987.

Locker, Rachel. "Lexical Equivalence in Transliterating for Deaf Students in the University Classroom: Two Perspectives." *Issues in Applied Linguistics*, vol. 1, no. 2, pp. 167-195, December, 1990.

Luetke-Stahlman, Barbara. "Sign Interpretation in PreSchool." *Perspectives in Education and Deafness*, vol. 10, no. 1, pp. 12-15, September-October, 1991.

Northcott, Winifred. *Oral Interpreting: Principles and Practices*. Baltimore: University Park Press, 1984.

Stauffer, L. and Brandwein, D. (eds) (1990). *Resource Guide for Interpreter Education*. Produced by the Conference of Interpreter Trainers. A directory of 64 interpreter training programs.

Stuckless, Avery, Hurwitz (eds) (1989). *Educational Interpreting for Deaf Students: Report of the National Task Force on Educational Interpreting*. Report available through the National Technical Institute for the Deaf, c/o CSLIE, I Lomb Memorial Dr., PO Box 9887, Rochester, NY 14623. This report contains a listing of other print materials, and where to order.

Wilcox, Phyllis, et. al. "A Commitment to Professionalism: Educational Interpreting Standards Within a Large Public School System." *Sign Language Studies*, no. 68, pp. 277-86, Fall, 1990.

Institutional Resources

National Technical Institute for the Deaf (NTID), Rochester Institute of Technology. NTID sponsors an associate degree program in Educational Interpreting, with an enrollment of approximately 60 students. The primary mission of NTID is to provide technical education at the college level to deaf students. Current enrollment of deaf students is more than 1,100. Additionally, the Department of Interpreting Services (DIS) provides 60,000 hours of interpreting services annually. The largest employer of interpreters for the deaf, DIS has a staff of 86 interpreters which is supplemented by freelance interpreters from the Rochester community. As a resource on Educational Interpreting, NTID is able to offer:

- Site training for Educational Interpreters and consumers of Educational Interpreting
- Outreach training activities for other support service providers, parents of deaf children, members of Committees on Special Education, teachers, administrators, and other school personnel.
- Educational Interpreter evaluations
- Consultation on provision of interpreting services
- Materials on Educational Interpreting

For information on interpreter preparation, contact Director, Center on Sign Language and Interpreter Education, NTID/RIT, One Lomb Memorial Dr.,

Rochester, NY 14623. Phone (716) 475-6431 (Voice or TDD).
For information on interpreting service provision, contact Director, Department of Interpreting Services, NTID/RIT, PO Box 9887, One Lomb Memorial Drive, Rochester, NY 14623-0887. Phone (716) 475-6455 (Voice or TDD).

New York State School for the Deaf, Rome, NY. The NYSSD serves a population of deaf students from preschool to 21 years of age. Through its outreach efforts, NYSSD is able to provide:

- Materials on deafness
- Consultation
- Staff training in education of the deaf and related issues

For information, contact Superintendent, NYSSD, 401 Turin Street, Rome, NY 13440. Phone (315) 337-8400 (Voice).

Monroe County Board of Cooperative Educational Services #1, Fairport, NY. Monroe County BOCES #1, contracts with 25 local school districts to provide Educational Interpreting and other support services to the hearing-impaired students mainstreamed in their schools, hiring and supervising more than 15 Educational Interpreters. Monroe County BOCES #1 is able to offer:

- Job description for Educational Interpreter
- Consultation on setting up and managing support services for deaf and hard of hearing students

For information, contact Chairperson, Department of Deaf Education, Monroe County BOCES #1, 41 O'Connor Rd., Fairport, NY 14450. Phone (716) 265-3386 (Voice or TDD).

New York State Support Service Personnel (NYSSP). This is an organization of 150 Plus members, mostly from New York State, but also from 21 other states, who are in some way involved in support services for hearing-impaired students. NYSSP is able to provide:

- Materials on deafness
- Newsletter on support services
- Consultation on support service provision

For information, contact President, NYSSP, c/o Monroe County BOCES #1, 41 O'Connor Rd., Fairport, NY 14450. Phone (716) 265-3386 (Voice or TDD).

University of Tennessee, Knoxville, Tennessee. The UT is one of two national centers on educational interpreting. It is able to provide:

- Materials on deafness and interpreting
- Consultation
- Training

For information, contact Director National Interpreter Training Center, University of Tennessee, Knoxville College of Education, 102 Claxton Addition, Knoxville, Tennessee 37996-3400. Phone (615) 974-2321.

Northwestern Community College, Winsted, Connecticut. The second of two national centers on educational interpreting. NCC can offer:

- Materials on deafness and interpreting
- Consultation
- Training

For information, contact Director, National Interpreter Training Center, Northwest Community College, Park Place East, Winsted, Connecticut 06090. Phone (203) 379-8543.

Interpreter Training Programs in New York State. Interpreter training programs are a source of trained interpreters, and information centers for helping locate interpreters.

- National Technical Institute for the Deaf, Rochester Institute of Technology, One Lomb Memorial Dr., PO Box 9887, Rochester, NY 14623. Phone (716) 475-6313.
- The College of Staten Island, CUNY, ASL/SLP, Room H-2, 715 Ocean Terrace, Staten Island, NY 10301. Phone (718) 390-7877.

Interperter Service Agencies in New York State. Interpreter Service Agencies refer interpreters where needed, and may be a good source for at least temporary assistance in hiring interpreters.

- Interpreter Referral Services of Albany 6 Automation Lane, Suite 112, Albany, NY 12205. Phone (518) 459-6535 (Voice or TDD) or (518)-459-6627 (Fax).
- Southern Tier Interpreter Referral 107 Chenango Street, Binghamton, NY 13901. Phone (607) 724-2111 (Voice or TDD), or (607) 722-5646 (Fax).

- U.C.P. of Greater Suffolk
  159 Indian Head Road, Commack, NY 11725.
  Phone (516) 543-5100, Ext. 68 (Voice or TDD).
- LaGuardia Community College, Interpreter Referral Service, 31-10 Thompson St .
  Long Island City, NY 11101. Phone (718) 482-5307 (Voice or TDD).
- New York Society for the Deaf
  Interpreter Referral Service
  807 Broadway, New York, NY 10003.
  Phone (212) 777-3900 (Voice or TDD) or (212) 777-5740 (Fax).
- Dynamic Communication/Interpretation
  35 St. Paul Street, Suite 302
  Rochester, NY 14604.
  Phone (716) 454-3680 (Voice or TDD).
- Forbes, McAuley, Ireland Interpreting Services
  1425 Jefferson Rd., Rochester, NY 14623.
  Phone (716) 475-9750 (Voice or TDD).
- Arise, Inc., 501 East Fayette Street
  Syracuse, NY 13202.
  Phone (315) 472-3171 (Voice or TDD).
- The Sign Language Connection
  PO Box 18678, Rochester, NY 14618.
  Phone (716) 244-1525 (Voice or TDD).
- AURORA, 616 South Salina Street
  Syracuse, NY 13202. Phone (315) 422-9746 (TDD) or (315) 422-2321 (Voice).
- Resource Center for Independent Living
  409 Columbia Street, Utica, NY 13502.
  Phone (315) 797-4642 (Voice) or (315) 797-5837 (TDD) or (315) 797-4747 (Fax).
- Westchester County Office for the Disabled
  148 Martine Ave., Room 936
  White Plains, NY 10601.
  Phone (914) 949-5247 (Voice).

Other Resources

American Association of the Deaf/Blind
814 Thayer Avenue
Room 300
Silver Spring, MD 20910
(301) 588-6545 (TDD)

American Deafness and Rehabilitation Association
PO Box 251554
Little Rock, AR 72225
(501) 663-7074 (Voice/TDD)

American Society for Deaf Children
814 Thayer Avenue
Silver Spring, MD 20910
(800) 942-ASDC (Voice/TDD)

Arkansas Rehabilitation Research and Training for Persons who are Deaf and hard of hearing
University of Arkansas
4601 W. Markham Street
Little Rock, AR 72205
(501) 686-9676

Conference of Educational Administrators Serving the Deaf
1600 South Highway 275
Council Bluff, IA 51503
(712) 366-3218

Gailaudet University
800 Florida Avenue NE
Washington, DC 20002
(202) 651-5000

National Association of the Deaf
814 Thayer Avenue
Silver Spring, MD 20910
(301) 587-1788 (Voice)
(301) 587-1789 (TDD)

National Center for Law and Deafness
Gallaudet University
800 Florida Avenue NE
Washington, DC 20002
(202) 651-5373 (Voice/TDD)

National Information Center on Deafness
Gallaudet University
800 Florida Avenue NE
Washington, DC 20002
(202) 651-5051 (Voice)
(202) 651-5052 (TDD)

Registry of Interpreters for the Deaf
8719 Colesville Road
Suite 310
Silver Spring, MD 20910
(301) 608-0050 (Voice or TDD)

Lehman College of CUNY
250 Bedford Park Blvd. West
Bronx, NY 10468-1589
(212) 960-8111

College of Staten Island of CUNY
St. George Campus
130 Stuyvesant Place
Staten Island, NY 10301
(718) 390-7733

New York City Technical College of CUNY
Main Campus
300 Jay Street
Brooklyn, NY 11201
(718) 643-2323

New York State Interpreter Services (Approved VESID Vendors)

Deaf Adult Services
487 Delaware Avenue
Buffalo, NY 14202
(716) 885-3323

FMI, Inc.
1425 Jefferson Road
Rochester, NY 14623
(716) 475-9750

AURORA
616 S. Salina Street
Syracuse, NY 13202
(315) 422-2321

Resource Center for Independent Living
PO Box 210, 409 Columbia Street
Utica, NY 13502
(315) 797-4642

Interpreter Referral Service of Albany
6 Automation Lane, Suite 112
Albany, NY 12205
(518) 459-6535

Southern Tier Independence Center
107 Chenango Street
Binghamton, NY 13901
(607) 724-2111

New York Society for the Deaf
817 Broadway, 7th floor
New York, NY 10003
(212) 777-3900

New York Society for the Deaf - Long Island
Herricks Community Center
999 Herrick Road
New Hyde Par, NY 11040
(516) 877-2620

Associates in Interpreting and Mentoring Services (AIMS)
3 Colatosti Place - 5
Albany, NY 12208
(518) 437-1530

NCCI Deaf Studies
North Country Center for Independence
159 Margaret St., Suite 202
Plattsburg, NY 12901
(518) 563-9058

Other Agencies

Western NY Independent Living Center
3108 Main Street
Buffalo, NY 14214
(716) 836-0105

The Sign Language Connection
PO Box 18678
Rochester, NY 14618
(716) 244-1525

Dynamic Communications/Interpretations
35 St. Paul Street, Suite 302
Rochester, NY 14604
(716) 454-3680

ARISE
501 East Fayette Street
Syracuse, NY 13202
(315) 472-3171

Capital District Center for Independence
845 Central Avenue
Albany, NY 12206
(518) 459-6422

Taconic Resources for Independence
80 Washington Avenue, Suite 201
Poughkeepsie, NY 12601
(914) 452-3913

Westchester County Office for the Disabled
148 Martine Avenue, Room 936
White Plains, NY 10601
(914) 949-5247

Rockland Independent Living Center
235 North Main Street
Spring Valley, NY 10977
(914) 426-0707

Catholic Charities / INTERACC
191 Joralemon Street, 14th Floor
Brooklyn, NY 11201
(718) 596-5500, ext. 351

APPENDIX D

Special Education Training and Resource Centers in New York State Training Network

Office for Special Education Services
New York State Education Department
Albany, New York 12234
Phone (518) 473-2878

Albany-Schoharie-Schenectady BOCES SETRC
Maywood School - 1979 Central Avenue
Albany, New York 12205
(518) 456-9069

Broome-Delaware-Tioga BOCES SETRC
435 Upper Glenwood Road
Binghamton, New York 13905-1699
(607) 729-9301, ext. 362 and 303

Buffalo City SETRC
School #75 - 99 Monroe Street
Buffalo, New York 14206
(716) 851-3919 or 851-3844

Cattaraugus-Allegany-Erie-Wyoming BOCES SETRC
1825 Windfall Road
Olean, New York 14760
(716) 372-8293, ext. 224

Cayuga-Onondaga BOCES SETRC
5890 South Street Road
Auburn, New York 13021
(315) 253-0361

Clinton-Essex-Warren-Washington BOCES SETRC - Box 455
Plattsburgh, New York 12901
(518) 561-0900, ext. 216

Delaware-Chenango SETRC
10 North Canal Street
Greene, NY 13778
(607) 656-4105

Dutchess BOCES SETRC
350 Dutchess Turnpike
Poughkeepsie, New York 12603
(914) 473-1190, ext. 3030

Erie 1 BOCES SETRC
1050 Maryvale Drive
Cheektowaga, New York 14225
(716) 631-2894

Erie 2-Chautauqua-Cattaraugus BOCES SETRC
9520 Fredonia Stockton Road
Fredonia, New York 14063
(716) 672-4371, ext. 337 or 275
1-800-344-9611

Franklin-Essex-Hamilton BOCES SETRC
North Franklin Educational Center
52 State Street
Malone, New York 12953
(518) 483-1390

Genesee-Wyoming-Livingston-Steuban BOCES SETRC
8250 State Street Road
Batavia, New York 14020
(716) 344-7738

Hamilton-Fulton-Montgomery BOCES SETRC
Fulton-Montgomery Community College
Route 67 - Room L210
Johnstown, New York 12095
(518) 762-7754

Herkimer-Fulton-Hamilton-Otsego BOCES SETRC
400 Gros Blvd.
Herkimer, New York 13350-1499
(315) 867-2082

Jefferson-Lewis-Hamilton-Herkimer-Oneida BOCES SETRC
Arsenal Street Road
Watertown, New York 13601
(315) 785-9137 1-800-544-3645

Madison-Oneida BOCES SETRC
Spring Road
Verona, New York 13478
(315) 363-8000

Monroe 1 BOCES SETRC
119-S South Avenue
Webster, NY 14580
(716) 265-4030

Monroe 2-Orleans BOCES SETRC
3599 Big Ridge Road
Spencerport, New York 14559
(716) 352-2443

Nassau County BOCES SETRC
Rosemary Kennedy Center
2850 North Jerusalem Road
Wantagh, New York 11793
(516) 781-4044, ext. 270-1-2

New York City SETRC
New York City Board of Education
Division of Special Education
110 Livingston Street - Room 424
Brooklyn, NY 11201
(718) 935-4267

New York City SETRC
Manhattan High School Office
122 Amsterdam Avenue - Rm 330
New York, New York 10023
(212) 496-0440

NYC Region I SETRC
280 Broadway - Room 324
New York, NY 10007
(212) 233-6900

NYC Region II SETRC
Edward R. Byrne School
2750 Lafayette Avenue
Rm. 304
Bronx, NY 10465
(212) 892-5527

NYC Region III SETRC
360 36th Street
Brooklyn, NY 11232
(718) 965-4800, ext. 53

NYC Region IV SETRC
P.S. 199
1110 Elm Avenue
Brooklyn, NY 11230
(718) 645-8515

NYC Region V SETRC
Queens Regional
29-76 Northern Boulevard
Long Island City, NY 11101
(718) 472-7800

Brooklyn High School
Superintendent Office
Room 200
1600 Avenue L
Brooklyn, New York 11230
(718) 338-9703, ext. 660

Basis High School
Superintendent Office
1171 65th Street
Brooklyn, New York 11219
(718) 236-5455, ext. 43

Bronx Superintendent Office
Room 122
3000 E. Tremont Avenue
Bronx, New York 10461
(212) 892-9926

Queens High School
Superintendent Office
Newtown Annex High School
105-25 Horace Harding Expressway
Corona, New York 11368
(718) 592-4496

New York City SETRC
Region VI - PS 31
55 Layton Avenue
Staten Island, New York 10301
(718) 727-9355, ext. 33

New York City SETRC
UFT - Special Education Support
Program
260 Park Avenue South
New York City, New York 10010
(212) 260-7679

New York City SETRC
Alternative High Schools
and Programs
351 West 18th Street
Room 136
New York City, New York 10011
(212) 206-0570

Oneida-Herkimer-Madison BOCES
SETRC
Box 70-Middle Settlement Road
New Hartford, New York 13413
(315) 793-8614 or 793-8686

Onondaga-Cortland-Madison BOCES
SETRC
P.O. Box 4774
Syracuse, New York 13221
(315) 433-2645

Ontario-Seneca-Yates-Cayuga-
Wayne BOCES SETRC
Clifton Springs Education Center
36 South Street
Clifton Springs, NY 14432
(315) 462-5056

Orange-Ulster BOCES SETRC
RD #2 Gibson Road
Goshen, New York 10924
(914) 294-5431, ext. 284

Orleans-Niagara BOCES SETRC
Kenan Site
195 Beattie Avenue
Lockport, New York 14094
(716) 439-4328, 4329 or 4320

Oswego BOCES SETRC
County Route 64
Mexico, New York 13114
(315) 963-4320

Catskills BOCES SETRC
Rexmere Park
Stamford, New York 12167
(607) 652-7531, ext. 240

Putnam-No. Westchester
BOCES SETRC
200 BOCES Drive
Yorktown Heights, New York 10598
(914) 245-2700, ext. 288

Rensselaer-Columbia-Greene BOCES
SETRC
1550 Schuurman Road
Castleton, New York 12033
(518) 732-4474

Rochester City SETRC
Central Administrative Offices
131 West Broad Street
Rochester, New York 14614
(716) 262-8710 or 262-8711

Rockland BOCES SETRC
BOCES Media Center
Railroad Avenue School
One Cosgrove Avenue
West Haverstraw, New York 10993
(914) 429-1090

St. Lawrence-Lewis BOCES SETRC
Northeast Campus, P.O. Box 330
Norwood, New York 13668
(315) 353-6684

Saratoga-Warren BOCES SETRC
Myers Education Center
Henning Road
Saratoga Springs, New York 12866
(518) 584-3239, ext. 286

Schuyler-Chemung-Tioga BOCES
SETRC
Instructional Support Center
431 Philo Road
Elmira, NY 14903
(607) 739-3581, ext. 455

Steuben-Allegany BOCES SETRC
6666 Babcock - Hollow Road
Bath, NY 14810
(607) 776-7631

Suffolk 2 BOCES SETRC
School Services Center
Winganhauppauge Road
Islip, NY 11751
(516) 277-7403

Sullivan BOCES SETRC
85 Ferndale Loomis Road
Liberty, New York 12754
(914) 292-0082

Syracuse City SETRC
Teacher Center
501 Park Street
Syracuse, New York 13203
(315) 435-4685

Tompkins-Seneca-Tioga BOCES
SETRC
555 South Warren Road
Ithaca, New York 14850
(607) 257-1551, ext. 276

Ulster BOCES SETRC
175 Route 32 North
New Paltz, New York 12561
(914) 255-1402

Washington-Warren-Hamilton-Essex
BOCES SETRC
Dix Avenue
Southern Adirondack Education
Center
Hudson Falls, New York 12839
(518) 584-3239, ext. 246

Westchester 2 BOCES SETRC
Instructional Services Department
2 Westchester Plaza
Elmsford, New York 10523
(914) 345-8500

Yonkers City SETRC
Administrative Annex
John Burroughs Junior High School
150 Rockland Avenue - Rm. 4031
Yonkers, NY 10710
(914) 376-8208, ext. 245